

Examiners' Report Principal Examiner Feedback

October 2020

Pearson Edexcel GCE AS Level In Business (8BS0)

Paper 1: Marketing and people

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

October 2020
Publications Code 8BS0_01_2010_ER
All the material in this publication is copyright
© Pearson Education Ltd 2020

Introduction:

There was a very small number of entries to this paper and the overall standard was low in comparison to Summer entries. Students understanding of key Theme 1 terminology was poor resulting in students not attempting questions or achieving no marks. A firm understanding of the terminology is essential for students in all questions.

Question 1(a):

Students were able to show some understanding of business to business marketing and made use of examples to support their definitions. Some students struggled with their understanding and attempted to lift information from the extract to provide an example without showing knowledge or understanding.

Question 1(b):

The majority of students were able to show some knowledge of sole traders, but very few achieved 2 marks as they were only able to identify one aspect of the definition. Many students were confused between the ownership and the operating of this type of business which requires clarification during teaching.

Question 1(c):

Generally well answered, with many students being able to show knowledge and analysis of market orientation. As in previous years, students struggle to apply their answers by using the business context. There are two application marks available in explain questions and students should be encouraged to make good use of the extracts to gain these marks.

| (c) Explain how market orientation could benefit Hydra Creative. | (4) |
|--|--------|
| -Market orientation is when a business c | ondubs |
| Market research on products to match the | |
| needs of its potential customer, making it | |
| more appealing I and Jailor its products. | |
| - By conducting Market orientation Hydra () can know about what their customers | |
| by doing research they can produce the pro- which therefore, will altract the customers of | duets |
| they will have better customer understanding ous to mus will projer buying their products its competitors. | g and |

This is a generic response showing knowledge and analysis, but no use of the business context. Recall of information is not adequate to obtain high grades, students must be able to answer in context. This response achieved 2 marks.

Mainer ovientation is then the business toward united the head of natural of whomers purposed them as my responded to whomer techniques improved them as my responded to whome techniques the promotion of their company renowing that saws of traditional senicular dust true. As a remaining that saws of traditional senicular true. As a remaining that saws of traditional senicular ments, it has read to the cultomer expectations met. Due to this, it cand read to the cultomer expectations met. Due to this, it cand read to the cultomer senior sansmired cultomer, reading possibly to more brand logarity. They stowe sansmired cultomers, allowing the respectation promotes reading to left price cultomers, allowing they that to charge premium pricing. Consepently this could ullow they have to benefit from high leads of sales Isales volume leading to leading to a higher problem margin.

This response provided an accurate definition as well as making use of the evidence in the extract to explain and analyse, achieving the full 4 marks.

Question 1(d):

The vast majority of students were able to show good understanding of extension strategies in relation to the product life cycle, but again many failed to apply their knowledge to the business context.

| (d) Explain one reason why Hydra Creative might use an extension strategy. | (4) |
|---|--------------|
| one reason to using an extension structory; | isto |
| Empore the selles. This is because the selles for | <i>y</i> |
| Empore the selles. This is because the selles for | ını |
| design, is inthe decline stage of the produc | tife |
| ance Thus, using an extention strategy can | may |
| hero Hydra Gratine to boost sales for st | ateron |
| design) for example, they called increase their of | iducationnat |
| to raise more awareness As a result, this | prevent |
| Hydra Creetive from losing its branding with in | |
| it's tagitanal senies. | |
| | |

This response shows knowledge and analysis in context by referring to 'traditional services' and 'stationary designs' showing good use of the extract. The response was awarded 4 marks.

Question 1(e):

Students showed a lack of understanding or familiarisation with this element of the specification and as a result several did not attempt the question. Of those students that did attempt to provide a response very few were able to show an adequate level of understanding or apply it to the business context. Discussions of leadership styles or business ownership types were seen instead of the required knowledge.

Question 1(f):

The majority of students were able to demonstrate some understanding of private limited companies although some discussed it in comparison to a Public limited company rather than a sole trader, thereby demonstrating a lack of understanding of the business context. Students should be advised to use the correct abbreviation for private limited company (Ltd.) rather than shortening it to Plc.

Question 2(a):

Most students were able to provide two correct entrepreneurial motives although it is important that they understand the distinction between roles, characteristics and motives as there was evidence of some confusion.

| 2 (8 | a) State two | State two examples of entrepreneurial motives. | | | | | (2) | |
|---|---------------------|---|--|---|---|---|--|--|
| • | Dering | determined | 6 | Shart | UI. | your | مسر | |
| bus | nes | | | *************************************** | ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | | | |
| | ,,-,-, | | 1454-41100000000000000000000000000000000 | | .,,, | | | |
| | | | | | *************************************** | ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | .,, | |
| *************************************** | | | | *************************************** | *************************************** | *************************************** | | |
| ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | 1214 | | .,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | | | | 11333333333333744444444444444444444111 | |

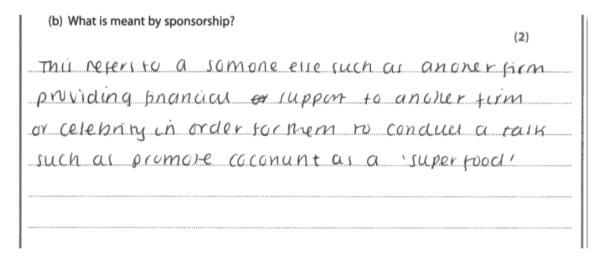
This response provides an entrepreneurial characteristic rather than a motive and therefore achieves 0 marks.

| 2 (a) State two examples of entrepreneurial motives. | (2) |
|---|-----------------|
| one entrepreneurial morive is postit maxin | nisahon; |
| to maximit the amount of profits made b | y the business. |
| Another entrepreneural motive is to | a be meir |
| own boss and take ownering within muir | business. This |
| leads to sely-satifaction. | |
| | |

This response provides two correct entrepreneurial motives and achieves the full 2 marks.

Question 2(b):

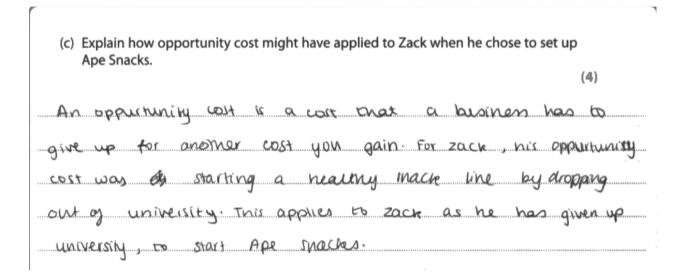
Another term that was poorly understood by students and often confused with paid advertising by celebrities.



This is a full mark response; the student shows a good understanding of the term and an attempt to apply it to the business context.

Question 2(c):

The majority of students were able to provide a correct definition of opportunity cost, but many struggled to apply their answer to Zack therefore losing application marks.



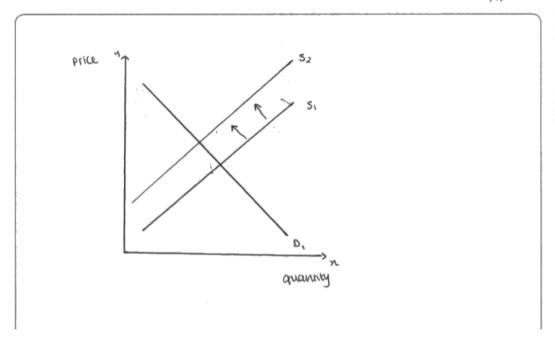
This response shows an understanding of the term and application to Zack's situation. Analysis of their point to explain the potential consequences of Zack's decision would have been an opportunity to gain both the analysis mark and the second application mark. This response achieved 2 marks.

Question 2(d):

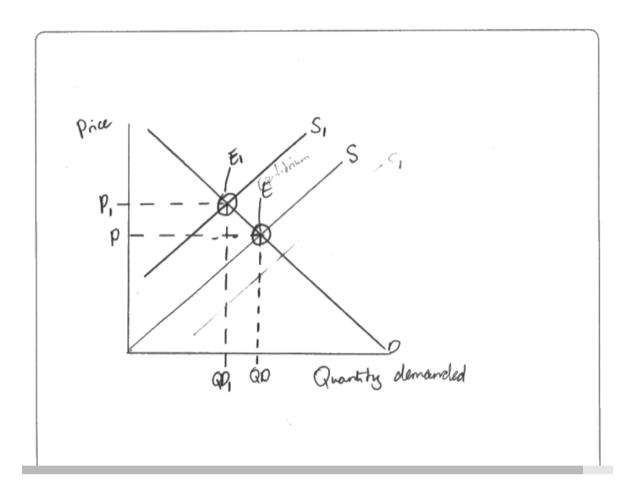
Very few students achieved full marks in this question suggesting the need for further practice of supply and demand diagrams relating to a range of scenarios. Students that were able to correctly construct and label the diagram, often shifted both the demand curve and the supply curve showing a lack of understanding of the question and the factors affecting demand and supply.

(d) Using the data from Extract B, construct a supply and demand diagram to illustrate the impact of ageing coconut trees on the existing coconut market.

(4)



Although this response shows a correctly constructed and labelled diagram, the student has not shown the original and new equilibrium and the consequences on the quantity and price axes and therefore do not gain the analysis mark. This response was awarded 3 marks.



This response clearly shows the shift in supply, the original and new equilibriums and the corresponding consequences on the price and quantity axes. This response was awarded full marks.

Question 2(e):

This question provided further evidence that students do not have a clear understanding of factors affected by demand or supply. Some students attempted to make use of the extract, incorrectly selecting the evidence relating to supply of coconuts rather than identifying factors that could affect demand for Ape Snacks.

Students also struggled with the requirement of the 8-mark questions which was seen in both Q1(e) and Q2(e) suggesting further practice of this type of question using past papers would be beneficial. Those students that were able to provide one or two demand factors then struggled to assess their points.

(e) Assess two factors that could cause a change in demand for Ape Snacks. one factor that May come a change in denored or a change in consumer preferences. The to the dynamic Market Conne tarres are consently Charging de necessities. Therefore docneering deneral for the Snote. This response provides two correct factors that are analysed with some context, but no attempt at assessment. The response achieved Level 2, 5 marks.

| Veman | l us | h | G a 10 | ata (a) | antro | |
|-----------|-------|--|-----------|----------|---------|-------|
| W } | V ma | Out a | - William | auen | MCl | at |
| | | parad | | | | |
| Ore | lador | (mid | be | chan | ing con | Muner |
| | | to te | | | | |
| | • | ets due | | | | |
| 1 Wests | | | | | | |
| | | yer-food | , | | | |
| expenence | | | ľ | | | |
| | | nt to | | | | |
| | | nut | | | | |
| | | HE DE | | | | |
| NUX -1 | axed | foods, | the o | nd h | e treno | 4 |
| | | include | | | | |
| | | purcha | | | | |
| U HO | | | | | | |
| | | by o | | | | |
| coconut | | | | | | ·) |
| nd lead | | | | | | 7 |
| | | s bro | | | | 64 |
| Are Sn | | The state of the s | , | | - | |
| | | | | | | |
| ٨ ، | 11 | () cho Dunng | | <i>r</i> | | |

incomes Apr Snacks unemployment nuter expense can (Withmers amounts haever, as environmentali COCOF Consumers hea My Charged prices novelhy as sulci an markets, such nucle m unave snacks will mean

This response provides two correct factors which are analysed in context. The Student also provides assessment of both factors with further context. This response achieved 8 marks.

Question 2(f):

As in previous years there was confusion between the design mix and the marketing mix. Students that did show an understanding of the design mix were also able to identify relevant current social trends, but struggled to explain how the current social trends could affect the design mix of Ape Snacks. Several students did not attempt this question which may be an indication of a lack of understanding or time management issues.

Ouestion 3:

This question was attempted by the majority with evidence that most spent a considerable amount of time on it. However, several students confused cost and price when discussing the option to reduce costs, interpreting the reduced cost as a lower cost to the customer rather than the business. Analysis and assessment were limited in the majority of responses suggesting a need for students to further develop these skills through practice of exam technique.

FC,VC 3 To prevent further business failure Jamie could either reduce costs or adapt to market changes. - +-Evaluate these two options and recommend which option is most likely to prevent further business failure. (20)To prevent buriness failure, Jamie has the option to reduce costs. Reducing costs would involve both fixed and variable costs. It has already incurred a loss of £9.9 million and closed 6 Jaimie could have less restaurants open which would decrease fixed cost since less money would be spent on rent and business failure market share and make some loyal customers by perbaps lowering prices on the new compared could pase the strategy of price penetration which would potentially some rival out of slowly in weare costs of ingredients

in bulk which would cover the price per unit and perhaps look for restaurants in other areas with lower rent costs. Another option, Janie could take into account would be adapting to the warket changes such as social trends and tastes. If Jamie were to come up with a new, unique new compared to his competition it would start to gain consumers since they would want to try and experience the NEW foods. It could potentially change the way it serves people by adding a take-away option and possibly delievery like Nando's which has "remained successful by adapting to changing tastes." Jamie needs to "stay fresh and relevant" to be the market as there are constantly new mountest restaurants opening in He warket. Overall, lowering costs would be a good solution which could work hand in hand

| with adapting to market change since |
|---|
| it could use the money it would're |
| spent on rent, on making new, exciting |
| menu, hiring new cheft to bring in new |
| Idea. It would use the money to conduct |
| primary research after secondary to |
| See what the market needs and what |
| James needs to do. Adapting to market |
| change can be a long and expensive |
| process but it is an investment into |
| us restaurants. |
| |
| |
| |
| |
| |
| |
| |

The student shows accurate knowledge and presents some chains of reasoning although these are often incomplete and lack detailed explanation. There is an attempt to apply the answer to the business context, but there is not attempt at assessment. This response achieved Level 3, 9 marks.